Section 59-18-325 (C) (7) of the South Carolina Code of Laws requires the Education Oversight Committee (EOC) to develop and recommend a single accountability system that "meets federal and state accountability requirements by the Fall of 2016." Implementation of a single accountability system will require amendments to Chapter 18 of Title 59, the Education Accountability Act.

For the past eighteen months the EOC has engaged stakeholders throughout South Carolina as well as national education experts. Appendix A is a timeline of the meetings held and input gathered since the summer of 2015. The central question is this: How can South Carolina create an accountability system for South Carolina that will prepare students for the careers of the 21st century?

Background

In April of 2014 the EOC released a report entitled *Cyclical Review of the State Accountability System*. The report, which was required by Section 59-18-910 of the Code of Laws, focused on the fact that South Carolina must increase the percentage of adults with a postsecondary degree or credential if the state is to meet the workforce needs of the 21st century. According to the *Competing Through Knowledge* report commissioned by the South Carolina Higher Education Commission, between 2013 and 2030 in South Carolina:

- 553,884 new jobs are to be created of which 52% will require higher education;
- Percent of all jobs requiring higher education will increase from 61.5% in 2013 to 66.7% in 2030; and
- Shortages in industries of Healthcare, Management, Education, Business and Financial Operations, Computers, and Mathematics are projected.

The EOC recommended the following six actions:

A. The state should adopt the following as South Carolina's public education's mission:

All students graduating from public high schools in South Carolina should have the knowledge, skills and opportunity to be college ready, career ready, and life ready for success in the global, digital and knowledge-based world of the 21st century. All graduates should qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework, in postsecondary job training, or significant on the-job training.

B. South Carolina must set goals to measure and improve college, career and citizenship ready. Such goals would communicate the vision to the public and demonstrate the importance, and inspire transformative changes in the delivery of education. Annually, the EOC would monitor the state's progress toward these goals.

C. To encourage progress towards these goals, the EOC recommends amending the state accountability system to measure the postsecondary success of public school graduates. Year-end summative assessments and high school graduation rates are necessary but no longer sufficient. The accountability system would be a balanced system of multiple measures that give comprehensive, valid and vital data to ensure that every student is prepared for the 21st century.

D. In addition to public reporting, accountability requires that standards for core content areas must be aligned to the mission and goals, and assessments must accurately measure the standards.

E. To accelerate the improvement, professional educators must be empowered to deliver new forms of radically, personalized, technology-embedded education. The accountability system must be flexible enough to allow and even support schools and districts to be incubators of change and innovation.

F. South Carolina must evaluate and amend existing policies to remove barriers to transformation. For example, are there barriers that restrict the number of high school students who take dual enrollment classes? How can South Carolina prepare, recruit, retain, and empower highly qualified teachers to lead the transformation, especially in historically low-achieving schools?

Since 2014 there have been actions taken by the South Carolina General Assembly to implement many of the EOC's recommendations and actions taken by Congress that impact the EOC's recommendations for the future of accountability.

2014: South Carolina enacted three laws, Acts 155, 200, and 287. Acts 155 and 200 eliminated the high school exit exam and replaced it with the administration to all 11th graders of a career readiness assessment, WorkKeys, and a college readiness assessment, which for the past two school years has been ACT Plus Writing. The laws also required the state to adopt college and career readiness standards in English language arts and mathematics. The laws suspended the state accountability system for two years. Act 287 of 2014 addresses early readiness assessments requiring children to be evaluated in "early language and literacy development,

numeracy skills, physical well-being, social and emotional development, and approaches to learning." (Section 59-152-33)

2015: Congress enacted the Every Student Succeeds Act (ESSA). This federal law reauthorized the No Child Left Behind Act of 2001 and made significant changes to the federal accountability requirements:

- The goal of ESSA is for all students to be prepared for college and a career while giving states and districts the opportunity to move beyond No Child Left Behind's reliance on a limited range of metrics.

- States must set "ambitious State-designed long term goals" with measurement so interim progress for all students and subgroups based on assessments, graduation rates and English language proficiency.

- System must include academic achievement, student growth, graduation rates, and profess in achieving English proficiency with at least one measure of school quality or student success including, but not limited to: postsecondary readiness, school climate, student engagement, etc.

2016: South Carolina enacted Act 195, establishing the *Profile of the South Carolina Graduate* as the "standards by which our state's high school graduates should be measured and are this state's achievement goals for all high school students." Students must be offered the ability to obtain "world class knowledge" including the opportunity to learn one of a number of foreign languages and have offerings in science, technology, engineering, mathematics, arts and social sciences. Students also be offered the ability to obtain "world class skills" such as creativity and innovation; critical thinking and problem solving; collaboration and teamwork; communication, information, media, and technology, and knowing how to learn. And, students "must be offered reasonable exposure, examples, and information on the state's vision of life and career characteristics such as: integrity; self-direction; global perspective; perseverance; work ethic; and interpersonal skills." (*Section 59-1-50*)

Objective

The objective of the EOC is to recommend to the Governor and the General Assembly an **accountability system** for South Carolina that:

- Meets the federal requirements of Every Student Succeeds Act (ESSA) and state statutory requirements;
- Documents whether **all** students are meeting the *Profile of the SC Graduate* as required by Act 195 of 2016;
- Provides evidence of the extent to which children are progressing from early grades to college and career readiness;
- Identifies schools and districts, along with their instructional practices, that are achieving significant growth in student achievement, especially among students of poverty and historically underachieving students;
- Identifies schools and districts that are not achieving acceptable achievement or student growth, especially among students of poverty and historically underachieving students;
- Provides meaningful, valid and reliable information for the public to compare student achievement in South Carolina with student achievement in other states; and
- Includes cyclical review of the components of the accountability system to guarantee that the accountability system is promoting progress toward state education goals.

South Carolina's Mission

To meet the intent of ESSA and South Carolina law, the mission of the state's accountability system must be:

> *All students graduating from public high schools in South Carolina should have the knowledge, skills and opportunity to be college ready, career ready, and life ready for success in the global, digital and knowledge-based world of the 21st century.*
>
> *All graduates should be able to enter postsecondary education and immediately begin earning college credit towards a degree or certification or be able to enter into a career.*

While "a strong academic foundation" is the benchmark of a child's future and was the goal of the original Education Accountability Act of 1998, the state has to focus on student outcomes that define the ability of students to succeed after graduation in careers and in postsecondary education. A high school diploma is necessary but no longer sufficient to define college and career readiness.

State Transformation Goals

Establishing an accountability system that measures progress toward the state mission requires input from the state's public and private colleges and universities and the business sector. The South Carolina Commission on Higher Education is developing a strategic plan that will establish an educational attainment goal for the state. The plan is to be developed by June of 2017. This educational attainment goal must also take into account the national work of the Lumina Foundation as well as state workforce needs. The Lumina Foundation established a goal that:

> By the year 2025, 60% of working-aged Americans (ages 25-64) should have a postsecondary degree or industry certificate because two-thirds of all jobs created will require some form of postsecondary education.

The Lumina Foundation released in 2016 the first statewide numbers on the percentage of working-age adults with postsecondary degrees or credentials. South Carolina ranked 42nd having 40.7 percent of all working-aged adults with a postsecondary degree or credential.[1] The following chart compares South Carolina to our neighbors, and Appendix B includes statistics for counties in South Carolina.

Table 1

% Working –Aged Adults with Postsecondary Degree or Credential, 2014

State	%	National Ranking
Georgia	46.0%	21st
Florida	45.9%	22nd
North Carolina	45.3%	24th
United States	**45.3%**	
Kentucky	42.5%	37th
South Carolina	**40.7%**	**42nd**

While the EOC will continue to work with the Commission on Higher Education and the Coordinating Council for Workforce Development (CCWD) to refine the state goals for public education and the data system needed to measure the goals, at this time, the EOC recommends the following **transformation goals for our state**.

1. By 2035, the on-time graduation rate of the state, each district, and each high school in South Carolina should be **90 percent**.

---

[1] A Stronger Nation. Lumina Foundation. 2016.

The year 2035 was selected during the September 19, 2016 joint meeting of the State Board of Education and the EOC, which focused on accountability. At this meeting, members of both bodies focused on the importance of early education in being "ready" to learn upon entering kindergarten and in succeeding in careers and postsecondary education. Children born in the 2017 calendar year should graduate from high school in 2035.

> 2. Beginning with the graduating class of 2020, the state, each district, and each high school in South Carolina should increase **annually by 5 percent**, the percentage of students who graduate ready to enter postsecondary education to pursue a degree or national industry credential without the need for remediation in mathematics or English.

The annual increase must also address or incentivize increasing readiness of students who have historically underachieved, students in poverty, students with disabilities, and African-American and Hispanic students.

Measuring Progress toward the State Goals – State Report Card

The Every Study Succeeds Act (ESSA) requires each state to report on achievement, a second academic measure, which for high schools is graduation rate, progress for English language learners and "other indicators of school quality and student success." Assessment data must be disaggregated by race and ethnicity, gender, English language proficiency, migrant status, disability status, and low-income status. ESSA also adds homeless students, foster care students, and children of active military personnel.

With passage of Act 195 of 2016, the state of South Carolina has an opportunity to measure state progress in achieving the transformation goals regarding on-time graduation rates and college and career readiness. To measure progress, South Carolina must clearly communicate the starting and finish lines as well as important milestones along the way. Interim targets are needed. South Carolina must recognize that a majority of our students are "starting" the race behind many of their peers. And, South Carolina must dramatically close the achievement gap of historically underachieving students.

- 37 percent of 4th graders scored Proficient or above on the National Assessment of Educational Progress (NAEP) mathematics in 2015 and 33 percent scored Proficient or above on NAEP reading;[2]

---

[2] NAEP

- 25 percent of 8th graders scored Proficient on NAEP mathematics in 2015 and 28 percent scored Proficient or above on NAEP reading; [3]

- 14 percent of students in the graduating class of 2016 in South Carolina met all four benchmarks on the ACT as compared to 26 percent of students in the nation who took the ACT. There are also significant achievement gaps between students in the class of 2016. Approximately 5 percent of African American students, 12 percent of Hispanic and 34 percent of white students met three out of the four benchmarks on ACT in the South Carolina 2016 class

- 65 percent of 11th graders in South Carolina earned a Silver or better national industry certificate on WorkKeys in 2015-16; and

- 40.7 percent of working-aged adults in South Carolina possess a postsecondary degree or industry credential; [4]

Recommendation 1: The EOC staff recommends that South Carolina adopt the following **system** or **state** metrics to measure progress toward the state's transformation goals. These metrics reflect the entire education system from birth to career and are metrics that complement the work of the Spartanburg Academic Movement, the Cradle to Career Initiative in the Trident area and other regional initiatives The data generated by these metrics must reflect all students as well as all subgroups of students to ensure that **all** children from birth are being prepared to achieve the *Profile of the South Carolina Graduate* and to enjoy productive careers and citizenship. These metrics focus on key benchmarks in a student's life and identify for policymakers fiscal and programmatic policies to improve the education system of our state. Such metrics would include the following:

- Percentage of students entering kindergarten ready to learn – The EOC staff recommends reporting the results of a kindergarten readiness assessment, which will be implemented in school year 2017-18, and which will measure early literacy, mathematical thinking, physical well-being and social and emotional well-being;

- Percentage of 3rd graders who Meet or Exceed Expectations on SC Ready in English language arts and mathematics;

---

[3] NAEP

[4] A Stronger Nation. Lumina Foundation. 2016.

- Percentage of 5th and 8th graders who Meet or Exceed Expectations on SC Ready in English language arts and mathematics and who scored Met or Exemplary on SCPASS in science and social studies;

- On-time, four-year graduation rate;

- Percentage of high school graduates who graduate with the knowledge, skills, and characteristics of the *Profile of the South Carolina Graduate,* which initially is the percentage of students who graduate college and career ready.

- Percentage of students who graduate ready to enter postsecondary education to pursue a degree or national industry credential **without** the need for remediation in mathematics or English. This metric is critical to South Carolina improving the postsecondary degree and certification rate that the jobs of the 21st century will demand of our workforce;

- Percent of South Carolinians ages 25 to 64 who have a postsecondary degree or certificate; and

- Percent of high school graduates who are gainfully employed in the state within five years of graduating from high school. This metric will require the development or collaboration of data from multiple sources working through the Coordinating Council for Workforce Development

Accountability System

The Education Accountability Act (EAA) of 1998, as amended, and the Every Student Succeeds Act (ESSA) require the following seven components of an accountability system.

I. **Standards** (Article 3 of EAA)
II. **Assessments (**Article 3 of EAA)
III. **Reporting** (Article 9 of EAA)
IV. **Awarding Performance** (Article 11 of EAA)
V. **District Accountability Systems** (Article 13 of EAA)
VI. **Intervention and Assistance** (Article 15 of EAA)
VII. **Public Information (**Article 17 of EAA)

In making recommendations for an accountability system for public schools and school districts, the following national and state sources as well as all testimony and data gathered throughout the eighteen-month review were consulted:

- *Accountability for College and Career Readiness: Developing a New Paradigm.* Linda Darling- Hammond, Gene Wilhoit, and Linda Pittenger. Stanford Center for Opportunity Policy in Education and National Center for Innovation in Education. October 2014.

- *Advancing Equity through ESSA: Strategies for State Leaders.* Council of Chief State School Officers and The Aspen Institute. 2016.

- Elementary and Secondary Education Act of 1965, As Amended by the Every Student Succeeds Act—Accountability and State Plans. 81 Fed. Reg. May 31, 2016

- *High States for High Achievers – State Accountability in the Age of ESSA.* Thomas Fordham Institute. August 2016.

- *How States Should Redesign Their Accountability Systems under ESSA.* Brookings Institute. November 10, 2016.

- *Missing School Matters.* Robert Balfanz. Kappan, pages 8-13. October 2016.

- Non-Regulatory Guidance Early Learning in the Every Student Succeeds Act, *Expanding Opportunities to Support our Youngest Learners.* United States Department of Education. October 2016.

- Non-Regulatory Guidance *Student Support and Academic Enrichment Grants.* United States Department of Education. October 2016.

- *Opportunities to Make Data Work for Students in the Every Student Succeeds Act.* Data Quality Campaign, October 2016.

- *School Performance Framework (SPF).* 2016-2017. South Carolina Public Charter School District.

- *South Carolina Succeeds State of Our Schools Report.* State & Federal Accountability Model. South Carolina Department of Education, October 24, 2016 draft.

I. Standards

ESSA requires that states adopt "challenging academic standards" that include at least three levels of student achievement. States are required to have academic standards for math reading or language arts and science and may adopt standards for any other subject as determined by the state. According to ESSA, "each State shall demonstrate that the challenging State academic standards are aligned with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education."

Under current state law, the EOC and State Board of Education are required to approve state standards in English language arts, mathematics, science and social studies. The standards must be reviewed and revised at least every seven years. In 2015 the EOC and State Board of Education replaced the Common Core State Standards with SC College and Career Readiness Standards in ELA and mathematics. The public institutions of higher education in South Carolina reviewed the revised standards and concurred that if a student mastered these academic standards then the student should be ready for college and careers without the need for remediation. And, this fall the EOC conducted a review of the current social studies standards with educators, parents, business and industry representatives, and community leaders to review the existing social studies standards. These standards were reviewed to determine what economic, geographic, historical, and civics education need to be taught so that our students graduate with the skills necessary to be college, career and civics ready. The *Profile of the South Carolina Graduate* was the measure against which the broad-based group of stakeholders evaluated the standards.

Recommendation 2: The EOC staff recommends that state law continue to require the EOC and State Board of Education to approve standards in these four critical subject areas and to conduct cyclical reviews of standards in these four critical subject areas as currently required by state law.

II. Assessments

ESSA requires that states administer summative assessments in English language arts and mathematics annually in grades 3 through 8 and once in high school. ESSA requires that states administer a summative science assessment at least once in elementary, middle and high school. Each state must implement "high quality student academic assessments in mathematics, reading or language arts, and science" and any other subject chosen by the State. The assessments must provide coherent and timely information about student attainment of such standards and whether the student is performing at the student's grade level. In addition, states must assess students with the most significant disabilities with alternate assessments. However, federal law limits to one percent the total number of all students in the state who can be assessed with the alternate assessments.

With passage of the Education Accountability Act (EAA) in 1998, the General Assembly established the teaching of social studies and science to be as important as the disciplines of reading, writing and mathematics. Initially, EAA required science and social studies assessments to be administered annually to every student in grades 3 through 8. Then, budget reductions resulted in assessing students in science and social studies through a lottery system. Half of the students took the science assessment and the other half the social studies assessment but not until the day of testing did teachers or students know which assessment test they would take.

Beginning in school year 2014-15 students in grade 3 were assessed only in English language arts and mathematics. The legislature amended the EAA to assess students in grades 4 through 8 annually in science and social studies using SCPASS. The focus on reading and mathematics in grade 3 followed passage of the Read to Succeed law and national efforts to emphasize the importance of early literacy and mathematical thinking to a child's future academic success.

Beginning in school year 2015-16, South Carolina began assessing students in grades 3 through 8 in reading or English language arts and mathematics using SC Ready. Students are assessed in science and social studies using SCPASS in grades 4 through 8. Currently, there are no longitudinal data that correlate student achievement levels on SC Ready or SCPASS to college readiness on the ACT or career readiness on WorkKeys. However, these assessments in grades 3 through 8 and in high school are used to measure student achievement against academic content standards that have been deemed "college and career ready" by our colleges and universities. The EOC is required by current state law to review and approve all assessments used in

accountability. The EOC has procured the services of an independent contractor to review these assessments during the upcoming eighteen months.

At the high school level, with passage of Acts 155 and 200 of 2014, the Governor and General Assembly supported a significant shift in state assessment. Replacing an exit examination needed to graduate from high school with college and career readiness assessments, which have been the ACT and WorkKeys, the legislature focused on preparing students for careers and college after graduation. These assessments have given students tools and information to determine their future goals, which is consistent with the Economic and Education Development Act (EEDA). The EOC received testimony from the Superintendent of the Aiken County School District on the impact of having these assessments for all students. He noted that applications to the technical college were up 60 percent.

In October of 2016 the State Superintendent of Education released the results of the 2015 National Assessment of Educational Progress (NAEP) science assessment. Not only did South Carolina's elementary and middle schools students perform above the national average, but South Carolina was identified as one of 14 states to show significant progress in science achievement. While the EOC cannot correlate statistically the increase in NAEP science test scores to the annual administration of SCPASS in grades 4 through 8, the EOC can confirm that the emphasis on teaching science and STEM in South Carolina is critical to careers of the future in our state. If the assessment of science is impacting the delivery of its instruction in the public schools, then South Carolina should not reduce testing at this juncture.

The *Profile of the South Carolina Graduate* also requires students to have knowledge in social science, science, technology, engineering and mathematics (STEM) and to develop global perspective and critical thinking. Maintaining social studies and science in the assessment and accountability systems will ensure that decisions about instruction, instructional time, resources, etc., will be made at the state, district and local level regarding these two critical content areas.

Assessing the skills and characteristics of the *Profile of the South Carolina Graduate* will require additional planning and work. Currently, several school districts in the state, especially districts and schools in the TransformSC initiative, are ensuring that students develop these skills and characteristics through instructional practices such as Project-Based Learning. Some districts in South Carolina are using the STEM Premier platform to identify evidence that students have these skills. Other districts are adopting capstone projects in high school that address such critical skills. Some districts have piloted soft skills assessment at the high school level while others have developed

rubrics for students, teachers and parents to use in assessing these skills and characteristics.

Recommendation 3: The EOC staff recommends a modest reduction in the summative testing to ensure that the teaching and learning of science and social studies continue and that resource allocations at the district and school levels continue in these critical subjects. In grade 4, the EOC staff recommends that half of the students take the science summative assessment and half the social studies assessment. The EOC recommends that in grades 5 through 8 students continue to be assessed annually in science and social studies. The EOC recommends that South Carolina consider following the actions of lead of Tennessee in offering without charge to students either a second administration of the ACT in their 12th grade year and/or in collaboration with the local technical college, an administration of Accuplacer.

Table 2
Summative Assessments for Accountability

Grade(s)	Current Law	Proposed Assessment System
3	ELA, Math	ELA, Math
4	ELA, Math, Science and Social Studies	ELA, Math, Science **or** Social Studies
5	ELA, Math, Science, and Social Studies	ELA, Math, Science, and Social Studies
6 - 8	ELA, Math, Science, and Social Studies	ELA, Math, Science, and Social Studies
9 -12	End-of-Course in Algebra I, English I, Biology, US History	End-of-Course in Algebra I, English I, Biology, US History
11	ACT, WorkKeys	ACT, WorkKeys
12		***Optional:*** Second Administration of ACT for students who want the opportunity to improve their scores. In collaboration with the SC Technical College System, the state would pay for Accuplacer* which is the placement examination that the SC Technical College System will use beginning in January of 2017. The assessment, however, can only be administered at a two-year college.

Recommendation 4: The EOC staff concurs with the South Carolina Department of Education (SCDE) that the multiple choice test in science and social studies, SCPASS, must be changed to promote critical thinking and application of knowledge as well as to change instruction. The EOC also recommends that the South Carolina Department of Education propose a timeline by which multiple-choice assessments in science and

social studies would be replaced with performance tasks that truly measure a student's content understanding and ability to apply his or her learning to solve real-world problems. When such performance tasks are implemented, the assessment and accountability systems would then be amended to reduce summative assessments.

Recommendation 5: The EOC staff reiterates the importance of ensuring that students graduate with skills and characteristics like collaboration, perseverance, critical thinking, etc., to be successful in postsecondary education and in careers. The EOC recommends that evidence of these skills be added during the next cyclical review of the accountability system.

III. Reporting

ESSA requires that each state develop a statewide accountability system with ambitious state-designed long-term goals for all students and for subgroups of students. ESSA requires that the accountability system must address the following academic and non-academic indicators for all students and for all subgroups of students with more emphasis on the academic indicators:

(1) Student academic achievement on the annual assessments;

(2) Another indicator of academic achievement selected by the state;

(3) At the high school level, high school graduation rate using four-year adjusted cohort graduation rate and at the discretion of the state, an extended-year adjusted cohort graduation rate; and

(4) An at least one non-academic indicator of school quality and student success such as student engagement, educator engagement, student access to advanced coursework, postsecondary readiness, school climate and safety, or another measure.

Per ESSA, the statewide accountability system is to differentiate all public **schools** in the state based on the indicators for all students and for specific subgroups as identified in law: economically disadvantage students; students; students by race and ethnicity; students with disabilities; and English language learners. ESSA also requires reporting on assessment for homeless students, foster care students, and children of active military personnel.

Article 9 of Chapter 18 of Title 59, the EAA, requires the EOC, working with the State Board of Education, "to establish a comprehensive annual report card, its format, and an executive summary of the report card to report on the performance for the individual primary, elementary, middle, high schools, and school districts of the State." (Section 59-18-900) State law expressly defines some of the academic factors to be included in the state system as well as the annual ratings that schools and district received: Excellent, Good, Average, Below Average and At Risk. Appendix C is a summary of the statewide accountability system that was last implemented in 2013-14. Both schools and school districts received an absolute rating and a growth rating of Excellent, Good, Average, Below Average, and At Risk.

Recommendation 6: The EOC staff recommends school districts not receive summative ratings but instead are held accountable for the same metrics as the state with the rationale being that the achievement and performance of school districts should align to the state goals. Annual and longitudinal progress on these metrics would be reflected on a district report card, and as required by ESSA, interim benchmarks

created to measure progress. These benchmarks promote continuous improvement of the educational system in a district. In addition district report cards would include information on the number of elementary, middle and high schools in the district by their summative rating.

- Percentage of students entering kindergarten ready to learn;

- Percentage of 3rd graders who Meet or Exceed Expectations on SC Ready in English language arts and mathematics;

- Percentage of 5th and 8th graders who Meet or Exceed Expectations on SC Ready in English language arts and mathematics and who scored Met or Exemplary on SCPASS in science and social studies;

- On-time, four-year graduation rate;

- Percentage of high school graduates who graduate with the knowledge, skills, and characteristics of the *Profile of the South Carolina Graduate,* the percentage of students who graduate college and career ready;

- Percentage of students who graduate ready to enter postsecondary education to pursue a degree or national industry credential without the need for remediation in mathematics or English; and

- Percent of high school graduates who are gainfully employed in the state within five years of graduating from high school

Recommendation 7: The EOC staff proposes the following metrics or "leading Indicators" to "count" in an accountability system that differentiates the performance of **schools using a points system.** The state of Georgia refers to their index as a College and Career Performance Index. All measures focus on the most important stakeholder in the accountability system, the **student**. Based upon the total number of points earned, a school would then receive a summative rating.

In selecting metrics, the EOC staff also adhered to the guidance of Dr. Terry Holliday, former Superintendet of Education for Kentucky: Metrics drive the adult behaviors that a state desires. Items with an asterisk (*) denote those indicators that are required by ESSA. In measuring subgroup performance, the EOC staff recommends that students identified as gifted and talented also be included. South Carolina must ensure that the

academic needs of all students are met. The EOC staff recommends a subgroup size of 10 or greater. (In red are changes from the draft proposal of the SCDE or SCASA).

Table 3
School Performance Points
(Maximum Points for Each Indicator)

Indicator	Elementary	Middle	High
Academic Achievement*		45	30
Growth* -All Students - Subgroups	90	45	N/A
Graduation Rate*	N/A	N/A	30
English Language Proficiency*	20	20	10
Positive & Effective Learning Environment - Student Survey (5 pts) - Chronic Absenteeism (5pts)	10	10	10
Prepared for Success (College/Career Ready)	Report Only Lexile & Quantile Levels	Report Only Lexile & Quantile Levels	30
Total Maximum Points:	120	120	120

N/A – Not Applicable
Note: All numbers rounded to the nearest one-hundredth.

Academic Achievement* - For SCPASS, SC Ready and end-of-course assessments, the EOC staff recommends the following performance level designations and points earned. A student who should have taken the assessment but did not would receive a 0 and would be counted in the denominator. Such a scale incentivizes greater points for higher academic achievement.

Points Earned	SCPASS	SC Ready	End-of-Course Grades
0	Not Met 1	Does Not Meet Expectations	F
1	Not Met 2	Approaches Expectations	D
2	Met	Meets Expectations	C
3	Exemplary 4	Exceeds Expectations	B
4	Exemplary 5		A

For elementary and middle school, for each assessment given, a school earns between 0 and 3 points per SC Ready and SCPASS assessment based on the students' performance level as noted below. Students who should have taken the assessment but did not receive 0 points and are included in the denominator. The total maximum number of points is the total number of student assessments multiplied by 3. All points earned are divided by the total maximum number of points. This percentage is then multiplied by 45 to get the total number of points earned by the school. The higher the academic achievement levels, the more points earned.

For high schools, a high school earns between 0 and 4 points for each end-of-course assessment administered based on the student's grade on the assessment. Students who should have taken the assessment but did not receive 0 points and are included in the denominator. The total maximum number of points is the total number of end-of-course assessments multiplied by 4. All points earned are divided by the total number of points. This percentage is then multiplied by 45 to get the number of points earned. The higher the academic achievement levels, the more points earned.

Growth* - Student Progress or Growth is the additional academic indicator for elementary and middle schools as required by ESSA. Under the EAA, student growth

has also always been a separate rating in the state accountability system, using value tables to measure student growth from one year to the next.

While SC Ready is required by state law to be a vertically aligned assessment, vertical alignment cannot be determined until after the second statewide administration of the assessment, which will occur in the spring of 2017. The independent contractor who will be evaluating SC Ready next summer and fall will determine if the assessment is vertically aligned. Vertical alignment measures "one year's academic growth."

In the interim, the recommendation is to measure student growth in English language arts and mathematics using a value-added system with roster verification. The system compares student growth with students who start out the academic year at a comparable academic level and who have the same demographics. Tennessee has also protected the privacy rights of teachers with legislation.[5] The annual cost of is approximately $1.4 million.

To incentivize growth at the elementary level, academic achievement and growth in ELA and math would count for 90 points. An elementary school would earn points for achievement and growth. Schools that have lower academic achievement would earn more points for growth to incentivize continuous improvement. The following is an example of how the allocation of points might work.

Level of Academic Achievement *	Academic Achievement Weight	Growth Weight	
		All Students	Subgroups
91 to 100	Full Points = 90		
81 to 90	81	3	6
71 to 80	72	6	12
61 to 70	63	9	18
51 to 60	54	12	24
41 to 50	45	15	30
31 to 40	36	18	36
29 to 30	27	21	42
19 to 20	18	24	48
0 to 10	9	27	54

*Percent Meets or Exceeds, ELA & Math

The EOC staff also recommends that the growth measure also include closing the achievement gap of historically underachieving subgroups at a school. The state of

---

[5] Tennessee Code Ann. § 49-1-606 (2012)

Ohio is one state to pioneer the use of subgroup value added scores.[12] Merely reporting on subgroup performance is insufficient and will not help move students long-term.

At the middle school level, the forty-five (45) points for growth would be divided accordingly: (1) 15 points for growth of all students in the school; and (2) 30 points for all subgroup performances in a school. Each subgroup of at least 10 would be included in the calculation. Subgroup growth would include performance of the following subgroups:

- Students with disabilities
- English language learners
- Students in poverty; and
- Gifted and talented students

Graduation Rate[*] - Beginning in school year 2010-2011 South Carolina in its state accountability included a five-year graduation rate that counted 10 percent of the high school rating. However, the difference between the four and five-year graduation rates over time has been minimal. Therefore, the EOC recommends continuing to measure the on-time graduation rate. The EOC staff recommends that the on-time graduation rate be included in the accountability system while a five-year graduation rate be reported. The on-time graduation rate for each school is multiplied by the total number of points, 40, to get a number, the points earned for on-time graduation rate. A school with a 100 percent on-time graduation rate earns 40 points. The higher the on-time graduation rate of a school, the more points earned. And, the EOC staff recommends that the South Carolina Department of Education verify the on-time graduation rate due to the self-reported nature of this metric.

English Language Proficiency[*] - ESSA requires for the first time measuring the progress and proficiency of English language learners. The South Carolina Department of Education has developed six levels to describe the content and skills that English language learners should process, understand, produce, and use. The indicator for English language proficiency includes growth points and proficiency points. The 20 points are divided equally between growth and proficiency.

Growth points are calculated by multiplying the percentage of English language students who showed growth multiplied by 10, the total maximum number of points available.

Proficiency points are calculated accordingly. First, the number of students at level 5 on all four domains is divided by the number of students in the cohort whose first year of

entry in US schools was five years earlier. This percentage of proficient English language learners is then multiplied by 10, the total maximum number of points available.

Growth and proficiency points are then added together for the total number earned.

Positive and Effective Learning Environment – ESSA requires states to use at least one non-academic indicator in the accountability system. National research recommends that states consider including evaluation of the school learning environment as the non-academic indicator. The expansive research shows a direct correlation between positive, school climates and positive student achievement.

- Student engagement measures correlate positively with achievement and negatively with the likelihood of dropping out of school. (Fredricks, Blumenfeld and Paris, 2004).

- Engaged students are more likely to earn better grades and perform well on standardized tests (Fredricks, Blumenfeld, and Paris 2004; Marks 2000).

- Measuring engagement helps identify students at-risk of dropping out of school.

- Students who attend school regularly achieve at higher levels than students with do not attend regularly. A 2007 study by Romero and Lee found that absenteeism in kindergarten was associated with negative first grade outcomes such as greater absenteeism in subsequent years and lower achievement in reading, math, and general knowledge. As children move ahead, poor attendance is also associated with higher dropout rates. By ninth grade, attendance is a key indicator that is significantly correlated with high school graduation. (Allensworth and Easton, 2005)

The South Carolina Department of Education proposes using a student survey that would be the non-academic indicator as required by ESSA for elementary and middle schools. The EOC staff recommends that the survey address the learning environment of the school and the aspirations and engagement of the student in the learning environment.

In addition to this survey, the EOC staff recommends adding another indicator of school climate – chronic absenteeism, the number of days a student misses school for any reason, excused, unexcused or suspensions. According to Dr. Robert Balfanz, Director

of the Everyone Graduates Center and Cofounder of Diplomas Now at Johns Hopkins University, "chronic absenteeism is increasingly being defined as missing 10% or more of school days for any reason. Some states have established thresholds that typically range from missing 15 to 21 days. The U.S. Department of Education's Office for Civil Rights survey uses 15 or more days as its metric."

Studies of chronic absenteeism have shown:

- In early grades (prekindergarten, kindergarten and elementary grades), lower achievement levels are related directly to chronic absenteeism, especially for children living in poverty (Applied Survey Research, 2011; Barge, 2011; Chang & Romero, 2008; Connolly & Olson, 2012; ECONorthwest,2011; Gottfried, 2010; Musser, 2011; Ready, 2010).

- At the middle and high school levels, chronic absenteeism is directed related to lower academic achievement, to increased dropout rates and to negative postsecondary outcomes. (Allensworth, Gwynne, Moore, & de la Torre, 2014; Balfanz & Byrnes, 2012; Barge, 2011; BERC, 2011; Kieffer, Marinell, & Stephenson, 2011).

Focusing on school climate through the eyes and experiences of the student should give the local school board of trustees, the district, the school, and evidence and solutions to increase attendance and engagement of students. These solutions will likely require collaboration across education and health and human services agencies and the community at large.

The EOC staff proposes that the 10 points for this non-academic indicator be divided accordingly:

1. Five (5) points would be earned based on the results of a student engagement survey. Currently, the South Carolina Department of Education is piloting two student engagement surveys. The EOC staff recommends that the survey selected must address student engagement and student perception of the learning environment.

2. The remaining five (5) points would address the issue of chronic student absenteeism. The higher a school's chronic absenteeism, the fewer the points the school would earn for this metric.

Prepared for Success – Progress towards achieving the *Profile of the South Carolina Graduate* requires South Carolina to improve college- and career- readiness for all students along the continuum. Measuring student's preparedness for college and career would be the non-academic indicator for high schools. The EOC staff understands that the ultimate goal for any high school graduate is a career. That career can begin immediately upon graduation or after pursuing a degree or national industry credential from a postsecondary institution.

A student who is college ready meets <u>one</u> of the following criteria:
(1) On November 18, 2016 the South Carolina Technical College System and the Commission on Higher Education established the following ACT Math and English scores that will enable a student to immediately **enroll in a transfer-level course**:

   ACT Math – A score equal to or greater than 22 will allow a student to enroll in College Algebra (MAT 110)

   ACT English – A score equal to or greater than 19 will allow a student to enroll in the Introduction to Composition (ENG 101)

The following chart compares these scores to the college-ready benchmarks as established by ACT and other states in the Southeast.

College-Ready Benchmarks

Subjects	ACT	SC	Kentucky	North Carolina	Alabama	Tennessee
English	18	19	18	*	18	
Mathematics	22	22	19	*	22	
Reading	22		20	*	22	
Science	23			*	23	
Composite				17		21

(2) scores a 3 or higher on an Advanced Placement exam in English, Mathematics, Science or Social Studies; or

(3) scores a 4 or higher on an IB assessment; or

(4) meets the SAT benchmarks as determined by the Commission on Higher Education and the South Carolina Technical College System.

A student who is career ready must meet <u>one</u> of the following criteria:
(1) is a CATE completer and, where applicable, has earned a **national** industry credential that is approved by the South Carolina Department of Commerce; or

(2) earns a Silver, Gold or Platinum National Career Readiness Certificate on the WorkKeys exam. The EOC staff further recommends that the performance level on WorkKeys be increased from Silver or better in 2017-18 to Gold or better beginning in 2020-21 school year to reflect increased skill needs that are projected to occur; or

(3) earns a scale score of 31 on the ASVAB, the minimum score needed for a high school graduate to enlist in the Army or National Guard with a high school diploma; or

Military Requirements for Minimum ASVAB Score		
Military Branch	High School Diploma	GED
Air Force	36	65
Army	31	50
Coast Guard	40	50
Marine Corps	32	50
National Guard	31	50
Navy	35	50

Source: http://asvabbootcamp.com/

(4) completes a registered apprenticeship through Apprenticeship South Carolina.

The EOC staff recommends the report card reflect the number of students who meet each criteria, which can be duplicated.

Will student performance on summative assessments be sufficient to determine if a child in grades 3 through 8 is on the pathway to be college and career ready upon graduation? From testimony received by the EOC and from the recommendations of the EOC's High School Task Force, the answer is no. South Carolina currently does not have a seamless assessment system.

The EOC received extensive testimony from Dr. Terry Holliday, Senior Advisor for the Council of Chief State School Officers. As many as twenty states are considering the use of Lexiles and Quantiles in measuring student preparedness for college and career readiness. A Lexile reader measure represents a student's reading level. A Quantile is a scale that describes a student's mathematical achievement and the difficulty of the skills. The Quantile Framework is a scale that describes a student's mathematical achievement and the difficulty of specific mathematical skills and concepts. According to the Quantile Framework, the student measure describes what the student is capable of understanding. The skill or concept measure describes the difficulty, or demand, in learning that skill or concept. Both measures are represented as a single number.

Many diagnostic and formative assessments that used in schools to improve teaching and learning throughout the school year provide Lexiles and Quantile scores. The use of Lexile and Quantile measures may allow South Carolina educators to differentiate instruction and combat summer learning loss. In addition communicating these measures to students and parents are important in planning for a child's success. Research indicates that to be college and career ready, high school graduates should strive to read independently at a Lexile of 1300 and engage in mathematics at a Quantile level of 1350. Lexiles and Quantile measures are the only metrics currently available to compare and describe the reading and mathematics demands of careers. For example, Dr. Holiday presented information that an electrician needs a reading demand of 1270 Lexiles and mathematics skills of 1045 Quantiles. Lexiles and Quantiles have also been mapped to various college and career levels as described in the following chart that Dr. Holliday provided to the EOC and was referenced in testimony received from the Superintendent of the Charleston County School District. Appendix D gives tangible examples.

Student Outcomes	Lexile Needed for Reading Skills
University	1395
Community College	1295
Workplace	1260
Citizenship	1230
Military	1180

The South Carolina Department of Education has also proposed analyzing SC Ready results to identify Lexiles and Quantiles on the assessment SC Ready.

Therefore, the EOC staff recommends that on the elementary and middle grades report cards the following information be reported: percentage of students beginning at grade 4 who are on track to enter a two-year college without the need for remediation using these Lexiles and Quantile levels.

Summative Rating
After totaling the number of points earned by a school, the score is divided by the total maximum number of points available (120). The result is a percentage that would correlate with a summative rating. What should the summative rating be?

Under the former state system of accountability, schools and districts received a rating of Excellent, Good, Average, Below Average, or At Risk for the Absolute Academic

Achievement of Students and a second rating of Excellent, Good, Average, Below Average, or At Risk for the Growth Achievement of individual students. A summary of the former system is in Appendix C. Below are examples of the percentage of schools receiving these ratings over time.

Table 4
Rating Distributions, Percent of Schools 2002-2014, State System

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Excellent	17%	19%	20%	15%	11%	5%	10%	16%	21%	27%	34%	34%	37%
Good	34%	33%	35%	28%	21%	19%	15%	15%	18%	19%	20%	20%	18%
Average	30%	30%	29%	32%	33%	34%	34%	44%	43%	38%	33%	34%	33%
Below Average	16%	14%	14%	19%	23%	27%	25%	17%	12%	10%	8%	8%	9%
At-Risk	4%	4%	2%	6%	12%	16%	16%	8%	6%	6%	5%	4%	4%

The EOC held four regional focus groups held during the week of March 21, 2016. Eighty-eight individuals participated in the focus groups which were designed solely to obtain perceptions, opinions, and attitudes about the reporting of the annual progress of schools and school districts and the extent to which various stakeholder groups value and use the information contained in these reports. The feedback from the focus groups underscored the need for the format and accessibility of the report cards to change to better meet the needs of multiple stakeholder groups and ultimately empower individuals to make decisions that will positively impact the students who are in SC public schools. Of those 88, 43 participants were educators, 27 were parent participants, and 18 individuals participated as business and community leaders. The EOC learned that different stakeholder groups have different questions and different priorities about schools and education policy. Education data must be presented in a thoughtful manner that accounts for the specific needs and priorities of each user.

Between April 11 and May 4, 2016, Marketsearch conducted for the EOC an online survey of awareness, perceptions, preferences and expectations. Below is general information about the individuals who responded to the survey and specific questions and answers from this survey that helped guide this decision:

Respondents:
General Population   505
Educators   922
Business   206
Parents   3,183

Questions from the Marketsearch survey:

School and district ratings/grades are primary based on two factors: % of students performing at grade level in English, reading, mathematics, and writing (as evaluated through state testing); and % of students achieving at least one years' academic growth from one school year to the next.

- ➢ In a school rates at the HIGHEST LEVEL in South Carolina: What percentage of students do you expect to be performing at grade level?

	Educators	Parents	General Population	Business
% Performing at Grade level:				
100%	4.3%	10.2%	15.0%	12.6%
90% - 99%	44.7	54.6	52.2	49.1
75% - 89%	37.8	26.5	24.2	32.0
Less than 75%	2.9	1.9	3.2	2.9
Not sure	1.1	1.9	3.6	2.4
I do not agree with this type of grading	9.1	4.9	1.8	1.0
MEAN (percent of students that, on average, audiences feel should be performing at grade level, omitting *not sure* and *do not agree*)	88.6	91.3	91.3	90.5

➢ In a school rates at the HIGHEST LEVEL in South Carolina: What percentage of students do you expect to demonstrate at least one year's academic growth from one school year to the next?

|	Educators	Parents	General Population	Business
% Demonstrating Academic Growth:				
100%	7.7%	13.1%	14.5%	15.5%
90% - 99%	43.5	53.9	51.1	53.4
75% - 89%	35.3	23.7	24.0	24.7
Less than 75%	4.8	2.5	4.2	2.5
Not sure	1.4	2.4	3.4	2.9
I do not agree with this type of grading	7.4	4.5	2.6	1.0
MEAN (percent of students that, on average, audiences feel should be demonstrating at least one year's academic growth from one school year to the next, omitting *not sure* and *do not agree*)	88.5	91.6	90.9	91.7

> ➢ Thinking about a 5th grade class in A TYPICAL South Carolina elementary school – what is your expectation of the percentage of students who should be at or above grade level in reading and math at the end of the school year?

	Educators	Parents	Gen Pop	Business
% At or Above Grade Level in Reading and Math By the End of the Year at TYPICAL school:				
100%	4.8%	16.7%	18.2%	14.6%
90% - 99%	27.7	41.9	37.6	42.2
75% - 89%	53.4	33.9	32.3	35.0
50% to 74%	9.8	4.2	5.1	5.8
Less than 50%	0.8	0.8	1.8	0.5
Not sure	3.7	2.5	5.0	1.9
MEAN (percent of students that, on average, audiences feel should be at or above grade level in reading and math at the end of the school year, omitting *not sure*)	84.8	90.3	89.3	89.7

➢ Table entry reflects the percentage of students that, on average, each audience believes should be performing at or above grade level at the end of the school year.

	Educators	Parents	General Population	Business
At Highest Level Schools (Q9a)	88.6	91.3	91.3	90.5
At a Typical School (Q10)	84.8	90.3	89.3	89.7
At a Historically Under-Performing School (Q11)	71.8	78.1	76.0	76.6

➢ For over a decade, South Carolina has graded schools using the terms: *Excellent, Good*, *Average, Below Average*, and *At Risk*. Many states utilize an A-F grading scale. In general, which approach would you recommend if asked to choose?
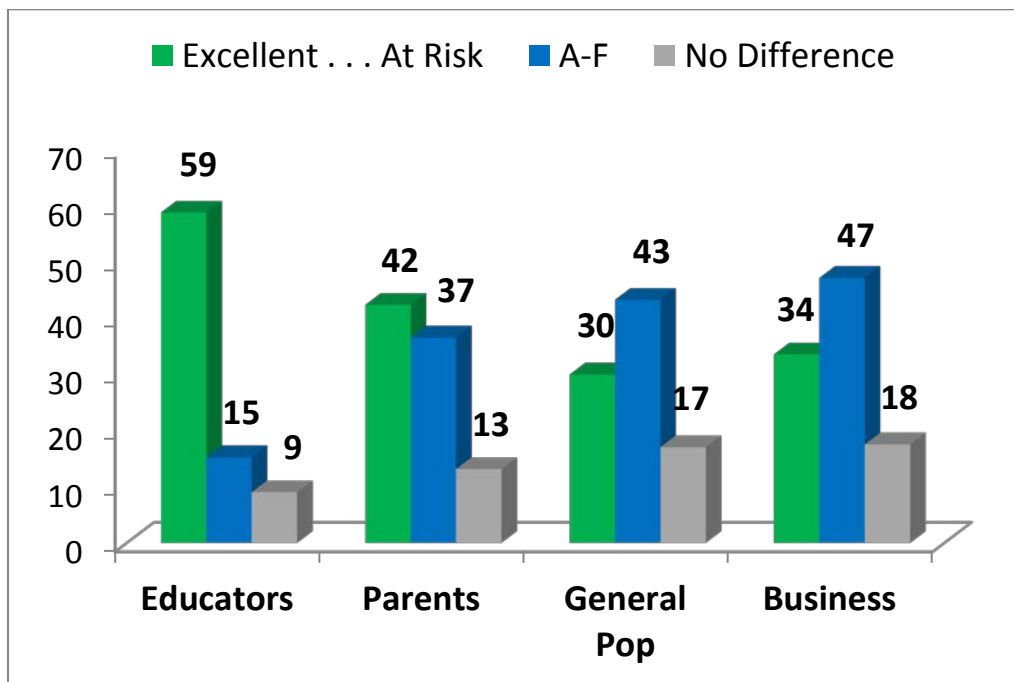

The general public of South Carolina is divided on the use of a letter grade system (A-F) for rating public schools. Currently, 17 states have adopted an A-F grading system for schools because it is widely understood to non-educator audiences (see Figure 1). A

statewide survey conducted by Market Search for the EOC substantiated that non-educators understand an A-F grading scale for schools but educators strongly oppose one.

When the Arkansas Legislature passed Act 696 in 2013 requiring the state to implement an A-F grading scale for schools, the stated goal was "to help parents and the public better understand how well a school is performing and to begin conversations to continually improve education."[6] All 17 states using the A-F grading scale implemented legislation with the exception of Maine, which issued an executive order. ESSA requires states to establish an accountability system that meaningfully differentiates schools on an annual basis.

Figure 1. Seventeen states have adopted A-F school grading system
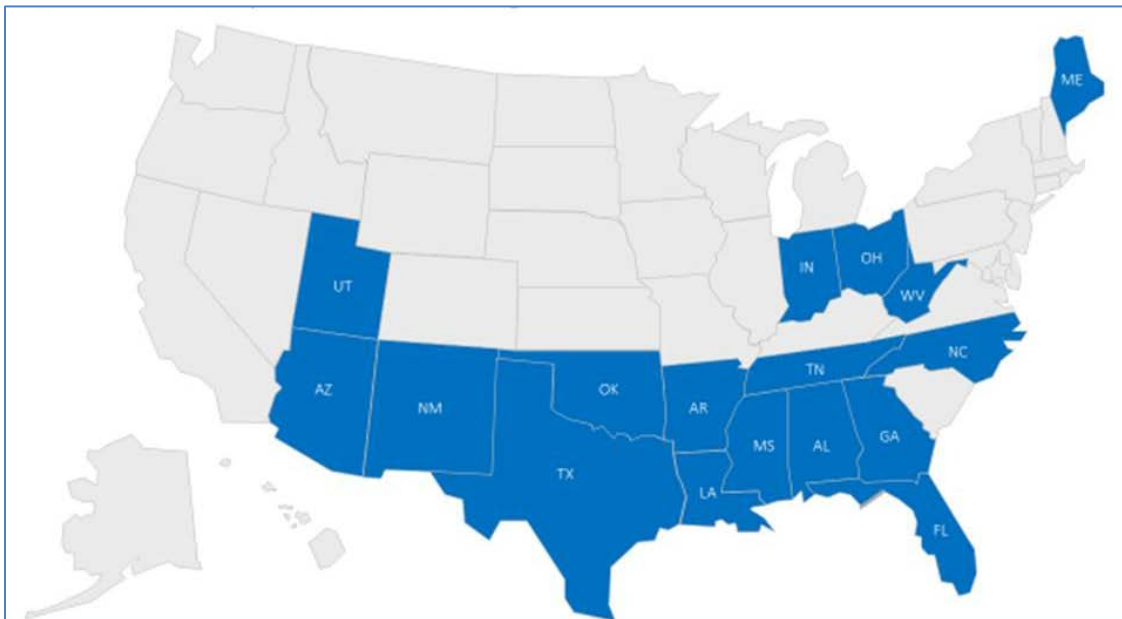
Source: Foundation for Excellence in Education, 2016

Recommendation 8: The EOC staff recommends that the summative rating identify the following percentage of schools at each level. Using the current system, the proposal below would have 40 percent of the schools at Average based on the percentage of points earned, 20 percent at Good and Below Average, and 10 percent at Excellent and

---

[6] Arkansas
http://www.arkansased.gov/public/userfiles/Public_School_Accountability/School_Performance/Parent_Handout_4_4_2016.pdf

At Risk. The EOC staff does not yet have the data needed to determine the percentage of points earned that correlate to each summative rating

Summative Rating	Grade	Schools Identified	% Points Earned in System (TBD)
Excellent	A	10%	
Good	B	20%	
Average	C	40%	
Below Average	D	20%	
At Risk	F	10%	

IV. Awarding Performance

Just as important as identifying underperforming schools is identifying schools that are making dramatic gains in academic achievement. ESSA does not require states to reward or recognize schools with significant academic achievement or growth or schools that have closed the achievement gaps. The EAA, however, created the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement and for closing the achievement gap. State law requires the award program be based on longitudinally matched student data and other factors such as student attendance, teacher attendance, graduation rates, and other factors promoting or maintaining high levels of achievement and performance.

Recommendation 9: The EOC staff recommends that in school year 2018-19 the Palmetto Gold and Silver Awards Program be implemented as a state initiative to reward and recognize high achieving schools. The criteria need to be revised to reward schools with significant student growth in comparison to their peer schools.

Recommendation 10: The EOC staff recommends that state law be amended to require the EOC to identify the programs and policies at schools and districts that have significantly improved student achievement or closed the gap among historically underachieving groups. From testimony received by the EOC and from the administration of the EOC of the Community Block Grants Program, there is a great need in our state to identify schools and initiatives that are improving early literacy and mathematical thinking that are closing achievement gaps, etc. Accountability is not just about identifying underperforming schools; it is also about discovering what is working and where, so that best practices can be duplicated.

V. District Accountability System

The EOC received testimony from superintendents and initiatives that are pursuing innovative approaches to accountability. For example, the Charleston County School District is evaluating its performance against the economic needs of preparing students for postsecondary credentials and degrees at Trident Technical College. The Spartanburg Academic Movement (SAM) has initiated a county initiative to improve the percentage of adults who have a baccalaureate degree. SAM is taking a holistic approach to improving postsecondary completion by starting with early childhood and setting key benchmarks along the way. The Aiken County School District is taking a similar approach and initiative known as Aiken Works. These regional and county initiatives are focused on a key metric: how can public education in our community address not only the state's goal to increasing the postsecondary success of students, but also regional economic goals.

Recommendation 11: The EOC recommends that a school district or consortium of school districts work with the EOC and the State Board of Education beginning in 2017-18 to pilot innovative district accountability models that could be used and included in future amendments to the state's ESSA accountability system. With changes in administration at the federal level, there may be an opportunity for school districts to pilot such initiatives. We need districts to create an innovative accountability system that monitors the education system either in a county or region using metrics like the Spartanburg Academic Movement.

VI. Intervention and Assistance

ESSA requires states to identify and support the lowest performing 5 percent of Title I schools and all high schools with a graduation rate of 67 percent or less. Most Title I schools in South Carolina are elementary schools. Therefore, the EOC recommends that South Carolina expand the definition to include all 5 percent of the lowest performing schools to include middle and high schools. These schools would then receive technical assistance as designed by the SC Department of Education and as supported by state aid.

Recommendation 12: The EOC staff recommends that the Department of Education identify the lowest performing 5 percent of Title I schools as well as the lowest performing 5 percent of all schools. Since many middle and high schools in South Carolina are not Title I schools, the EOC recommends that federal criteria be extended to all of the lowest 5 percent of elementary, middle and high schools.

Recommendation 13: The EOC staff defers to the Department of Education on the assistance that underperforming schools will receive based upon the resources available.

Recommendation 14: The EOC staff recommends that intervention and assistance strategies in underperforming schools also focus on engaging and informing the local school board of trustees to ensure that local governance supports the intervention and assistance needed to support the transformation of the school.

Recommendation 15: The EOC staff recommends annual reporting to the Governor and to the General Assembly on the technical assistance provided to the lowest performing schools in the state using both federal and state resources.

Recommendation 16: The EOC staff recommends that Article 15 of Chapter 18 of Title 59 be amended to reflect the intervention and assistance plan that the Department of Education will submit to the United States Department of Education.

VII. Public Information

ESSA has many reporting requirements, including disaggregated assessment results and financial reporting. The EAA required the EOC to determine the format and content of the annual report cards. The Department of Education and the SCASA Accountability Working Group proposed having a "dashboard" of information. The EOC received testimony from representatives of the Data Quality Campaign to focus on how to inform the public on the performance of schools and school districts.

Recommendation 17: The EOC staff concurs with the Department and superintendents that a dashboard would be the most efficient way to communicate all the data required by ESSA and the EAA as well as data required by key state initiatives. The EOC staff, however, also recommends that there be created a single page on the school report card website that provides the public with a performance snapshot for each school and along with the summative rating. For each district, a report card would include progress of the district in meeting the state goals and the number of elementary, middle and high schools in the district by summative rating. The EOC staff also recommends that the dashboard itself have very specific characteristics.
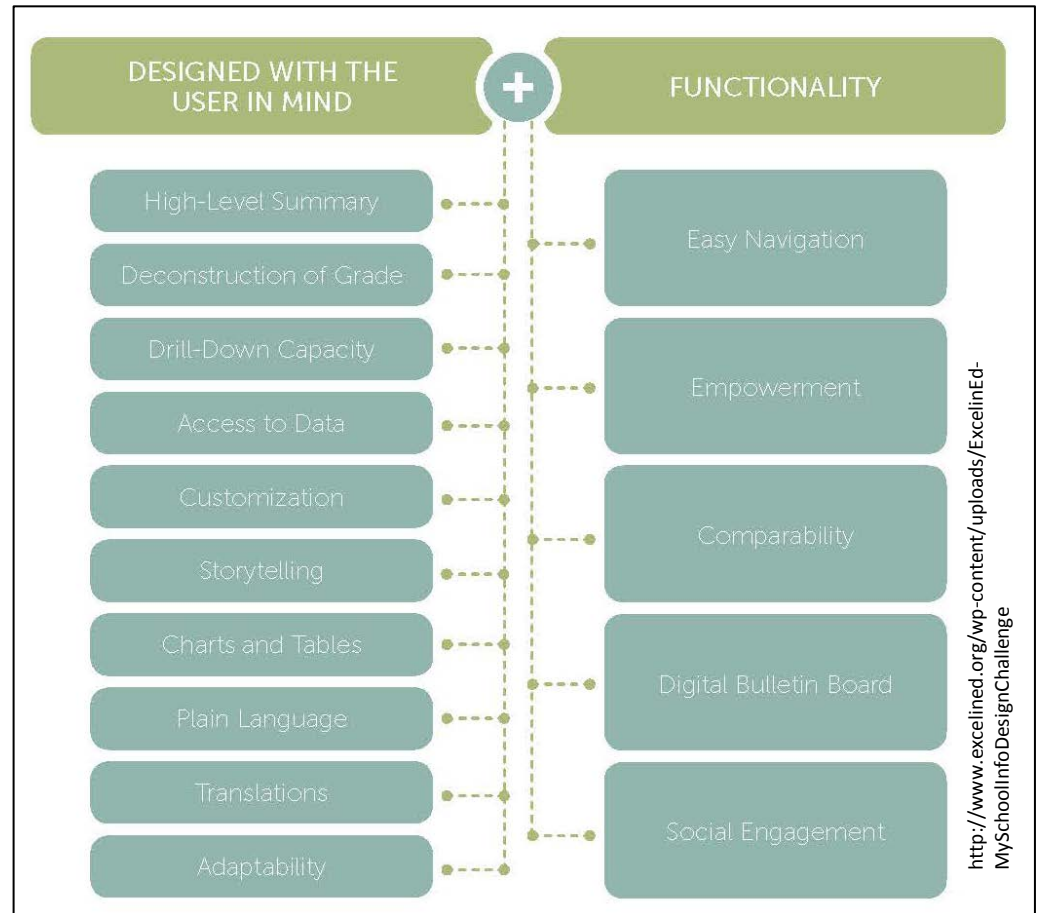
- Responsive formats, allowing for accessibility across multiple modalities, including print, online, and mobile

- Multiple methods to find and compare schools as well as view trend data
- Mechanisms so that users can communicate with knowledgeable persons if they have questions (i.e. text, email, live chat)
- Clear explanations of jargon and education terms.
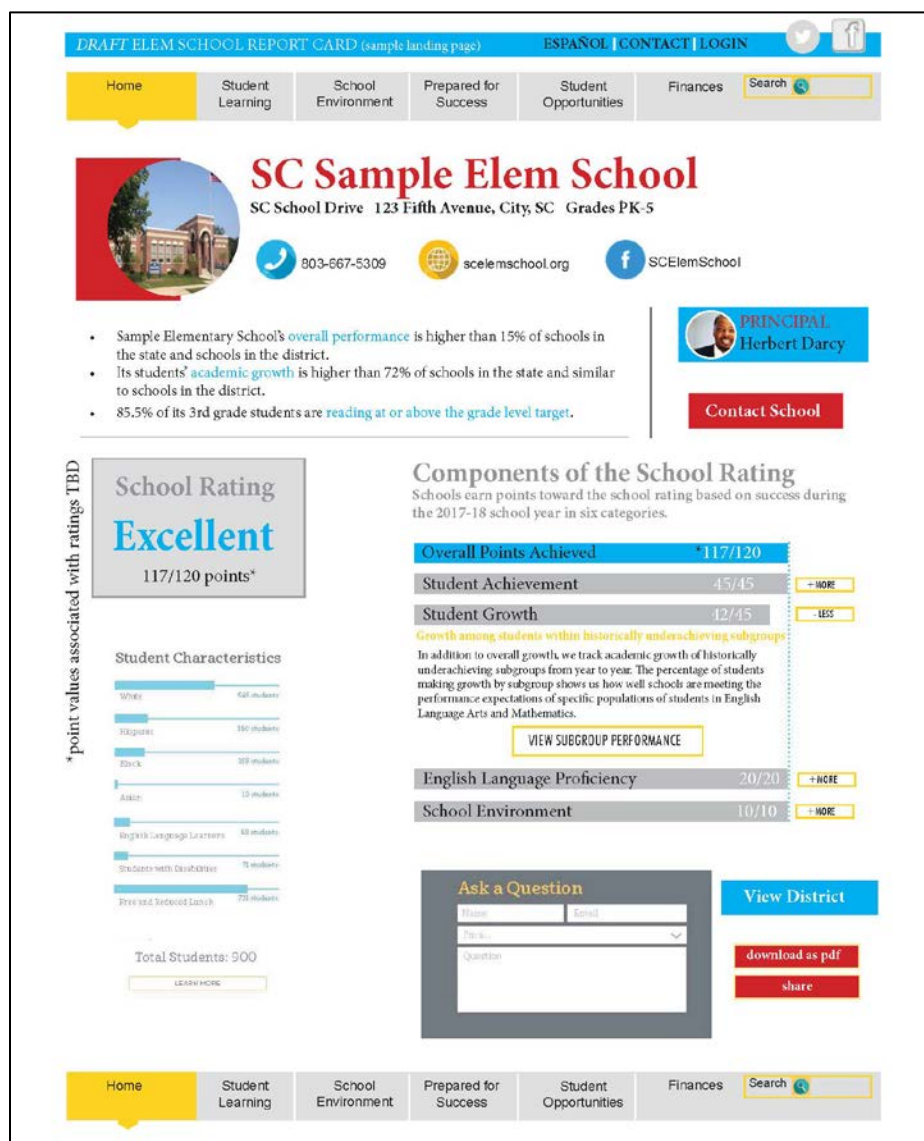- Links to additional information, including the comprehensive dashboard of data

The following are examples of the components of the dashboard and the report card.

Additional Information to be reported on web-based Dashboard by Heading:

Purpose: Transform the school report card into a 21st century-web-based tool that makes information about schools accessible and useful to multiple constituencies. The dashboard should be designed and maintained to accommodate a wide variety of users, including parents of all educational and language backgrounds, community members, policymakers, school leaders, and students. If multiple constituencies have access to information about schools AND understand those data, they are more likely to help schools and students and feel empowered to make a difference.

Recommendation 18: Designate funding of $75,000 for an "intake phase," which will analyze the current data systems and technology requirements necessary to build a robust, dynamic web-based report card for SC schools. The intake phase, which will uncover "flags" that will impede the process, should begin immediately and will take up to six months. The process will result in a set of specific data and technical, design and functional requirements for the online report cards. The final product should take into account the recommendations made by the EOC focus groups convened in 2016.

DESIGNED WITH THE USER IN MIND + FUNCTIONALITY

High-Level Summary
Deconstruction of Grade
Drill-Down Capacity
Access to Data
Customization
Storytelling
Charts and Tables
Plain Language
Translations
Adaptability

Easy Navigation
Empowerment
Comparability
Digital Bulletin Board
Social Engagement

http://www.excelined.org/wp-content/uploads/ExcelinEd-MySchoolInfoDesignChallenge

High-Level Summary

Dashboard "landing page" or HOME page should contain a High-level summary which contains an overall grade or rating. That page should be easily skimmable and provide summary information along with an overall rating or grade.

The Headings below "deconstruct" the rating or grade and allow the user to drill-down. Based on feedback from EOC focus groups, national groups like the Data Quality Campaign and the Foundation for Excellence in Education, the EOC recommends the following Level 1 headers, meaning these items would be presented as tabs early on in a user experience. Drill-down items deconstruct the rating or grade and should provide clear explanations of what measures are used.

Suggested Headings:

Student Learning
School Environment
Prepared for Success
Student Opportunities
Finances

Headings	ESSA	SC Law	EOC Also Recommends:
Student Learning – Level 1			
Performance compared to state and nation *Drill down level 2 under Student Learning*		Performance of students in South Carolina on SC Ready to other students' performance on comparable standards in other states with the ability to link scores of the assessment to scales form other assessments. *Section 59-18-325(C)* NAEP and National Rankings *Section 59-18-930*	State should publish the state, district, high school and national results of results of the college readiness assessment for the graduating class to include: • average composite ACT scores • average ACT score by subtest • percent of ACT-tested high school graduates that meet ACT college readiness benchmarks by subject and by race and ethnicity • percentage of students earning a Silver or better on National Career Readiness Certificate • On-time graduation rate
Early Literacy & Early Numeracy – *Drill down Level 2 under Student Learning*	Number and percentage of English learners achieving English language proficiency" (Sec. 1111(h)(1(c)(iv). English learners are also one of the groups of students for which all other information must be disaggregated *Sec. 1111(c)(2)(D)*	Read to Succeed requires progress monitoring by school and district on reading proficiency *Section 59-155-140*	Schools and districts report the number of kindergarten, 1st and 2nd grade students who are not on track to be reading on a third grade level or who are not on track to be meeting state standards in mathematics by the end of third grade.
Life & Career Characteristics *Drill down Level 2*		*Act 195 of 2016*	EOC recommends that districts and schools select from a list of approved metrics that determine if

under Student Learning			students are obtaining life & career characteristics of the *Profile of the SC Graduate* 1. Elementary & Middle schools – Report either survey data or data collected from rubrics (i.e. Lexington 4) for grades 3-8. 2. High School – At least two districts are piloting Microburst, a soft skills assessment survey.
Civic Readiness *-Drill down Level 2 under Student Learning*		Percentage of Students passing Civics Test at school and district level *Section 59-29-240*	**Service learning and leadership opportunities** • Percentage of students involved in ROTC • Percentage of students involved in student government, CATE organizations, clubs • Percentage of students involved in service learning
Advanced Coursework *-Drill down Level 2 under Student Learning and Programs offered*	"Number and percentage of students enrolled in ---(bb) accelerated coursework to earn postsecondary credit while still in high school, such as Advanced Placement and International Baccalaureate courses and examinations, dual or concurrent enrollment programs" *Sec. 1111(h)(1)(C)(Viii)(II)(bb*		In addition to ESSA requirements, reporting information on the **success rates** of students in advanced coursework, namely: Number of students enrolled in AP or IB course and % students with passing score on AP or IB exam Number of students taking a dual enrollment course and % students earning college credit

Finances–Level 1	Per pupil expenditures of Federal, State and Local funds, disaggregated by source of funds *Sec. 1111(h)(1)(C)(x)*		Additional reporting by school and district: • Percent of expenditures for instruction, instructional support, operations, etc. (In$ite data) • Percent of expenditures for teachers' salaries Poverty Index
School Environment Level 1			
School Climate *Drill down Level 2 under School Environment*			• Student attendance rate • Rate of chronic absenteeism • Out of school suspensions or expulsions for violent and/or criminal offense • Results of teacher, parent, student surveys
Student Characteristics *Drill down level 2 under School Environment*			Additional reporting by school and district: • Poverty Index • % of students with disabilities • % of students who are English language learners • Student characteristics (ethnicity, new poverty criteria)
Prepared for			

Success Level 1			
Kindergarten Readiness -- *Drill down level 2 under Prepared for Success*			Kindergarten Readiness results by state, county, school district, and school. The new kindergarten readiness assessment will be implemented in school year 2017-18. *Section 59-152-33* *&* *Section 59-155-150*
College and Career Readiness *Drill down level 2 under Prepared for Success*	"Cohort rate (in the aggregate, and disaggregated for each subgroup of students defined in subsection(c)(2)), at which students who graduate from the high school enroll, for the first academic year that begins after the students' graduation – (I) in programs of public postsecondary education in the State; and (II) if data are available and to the extent practicable, in programs of private postsecondary education in the State or programs of postsecondary education outside the State"		ESSA requires SC to report Freshman Report disaggregated by subgroups (% of students form prior year graduating class enrolled in a two or four-year college or technical college pursuing an associate's degree, certificate) EOC also recommends reporting: • Percentage of seniors who have completed FAFSA Forms • Percentage of Seniors Completing College applications • Percentage of Seniors Eligible for LIFE Scholarship • Number and percentage of students with LIFE scholarship

	Sec. 1111(h)(1)(C)(Xiii)(1)-(111)		in freshman year and retaining in sophomore year • Percentage of Seniors Eligible for Palmetto Fellows Scholarship • Number and percentage of student who are still enrolled in a four or two-year college after their freshman year • % graduates who earn postsecondary degree 5 or 6 years after graduating from high school • % graduates who are gainfully employed in a living-wage job 2 years after graduating from high school
Education & Economic Development Act *Drill down level 2 under Prepared for Success*		EEDA is a critical component for improving college/career readiness of students *Chapter 59 of Title 59* Reporting of dropout recovery rate on the annual school and district report cards. *Proviso 1A.39. of the 2016-17 General Appropriation Act*	Requirements of the law need to be documented to determine if students are being served: • Annual Dropout Rate • Annual dropout recovery rate • Career clusters offered at each school, career and technology center, and district • Number of students enrolled in each cluster • Number of students who complete each cluster • Number of students completing apprenticeship programs

			• Percentage of students who have an individual graduation plan • Number of students earning specific national industry credentials
Student Opportunities Level 1		Character Development Programs	• Percentage of students served by Gifted & Talented programs • Opportunities in the arts • Opportunities in Foreign Languages • Percentage of students enrolled in foreign language (non-duplicative) • Technology Capabilities of school and district (Bandwidth, internal connections, % of classroom with wireless access, 1:1 capacity, etc.) • Average age of books/electronic media in school library • Number of resources available per student in school library media center • AP courses offered, dual credit opportunities • Montessori… (this is an area where schools could list what

			they offer, users could filter results.)
Advanced Coursework *-Drill down Level 2 under Student Opportunities*	"Number and percentage of students enrolled in ---(bb) accelerated coursework to earn postsecondary credit while still in high school, such as Advanced Placement and International Baccalaureate courses and examinations, dual or concurrent enrollment programs" *Sec. 1111(h)(1)(C)(Viii)(II)(bb*		In addition to ESSA requirements, reporting information on the **success rates** of students in advanced coursework, namely: Number of students enrolled in AP or IB course and % students with passing score on AP or IB exam Number of students taking a dual enrollment course and % students earning college credit

Sources

Allensworth, E., and Easton, J.Q. (2005). *The On-Track Indicator as a Predictor of High School Graduation.* Chicago: Consortium on Chicago School Research.

Allensworth, E., Gwynne, J., Moore, P., & de la Torre, M. (2014). *Looking forward to high school and college: Middle grade indicators of readiness in Chicago Public Schools.* Chicago, IL: University of Chicago Consortium on Chicago School Research.

Applied Survey Research. (2011). *Attendance in early elementary grades: Associations with student characteristics,school readiness, and 3rd-grade outcomes.* San Jose, CA: Author.

Balfanz, R., & Byrnes, V. (2012). *Chronic absenteeism: Summarizing what we know from nationally available data.* Baltimore, MD: Johns Hopkins University Center for Social Organization of Schools.

Barge, J. (2011). *Student attendance and student achievement.* Atlanta, GA: Georgia Department of Education.

Chang, H.N. & Romero, M. (2008). *Present, engaged, and accounted for: The critical importance of addressing chronic absence in the early grades.* New York, NY: Columbia University, National Center for Children in Poverty (NCCP).

Connolly, F. & Olson, L.S. (2012). *Early elementary performance and attendance in Baltimore City Schools' pre-kindergarten and kindergarten.* Baltimore, MD: Baltimore Education Research Consortium.

ECONorthwest. (2011). *Chronic absenteeism in Oregon: Data exploration.* Portland, OR: Author.

Fredricks, J. A., Blumenfeld, P. C., and Paris, A. (2004). School engagement: potential of the concept: state of the evidence*. Review of Educational Research*, 74, 59–119.

Gottfried, M.A. (2010). Evaluating the relationship between student attendance and achievement in urban elementary and middle schools an instrumental variables approach. *American Educational Research Journal*, 47(2), 434-465.

Hickman, G.P., Bartholomew, M., and Mathwig, J. (2007). *The Differential Development Trajectories of Rural High School Dropouts and Graduates: Executive Summary.* Phoenix, AZ: The College of Teacher Education and Leadership at the Arizona State University at the West Campus.

Marks, H. M. (2000). Student engagement in instructional activity: patterns in the elementary, middle, and high school years. American Educational Research Journal, 37, 153–184.

Musser, M.P. (2011). *Taking attendance seriously: How school absences undermine student and school performance in New York City.* New York, NY: The Campaign for Fiscal Equity.

National Governors Association. (2012, January). *Creating a College and Career Readiness Accountability Model for High Schools.*

Ready, D. (2010). Socioeconomic disadvantage, school attendance, and early cognitive development: The differential effects of school exposure. *Sociology of Education, 83* (4), 271-286.

Romero, M., and Lee, Y. (2007). *A National Portrait of Chronic Absenteeism in the Early Grades.* New York, NY: The National Center for Children in Poverty.

South Carolina Higher Education Foundation. (2014) *Competing Through Knowledge.*

The Annie E. Casey Foundation (2013) Early Warning Confirmed – A Research Update on Third-Grade Reading. http://gradelevelreading.net/wp-content/uploads/2013/11/EarlyWarningConfirmed.pdf

Appendix A
Below is an outline of the dates and meetings that involved EOC members or staff to create a
single accountability system

DATE	DESCRIPTION
August 11, 2014	EOC invites Dr. Gene Wilhoit, Executive Director, National Center for Innovation in Education at University of Kentucky on how to design accountability systems moving forward with passage of Acts 155 and 200 of 2014 (HSAP replaced by WorkKeys and College Readiness Assessment) and Common Core to be replaced by new standards.
September 2014 Through March 9, 2015	Subcommittees and staff assist in replacing Common Core State Standards with new College and Career Readiness Standards in ELA & Math with final approval by EOC on March 9
August 4 - 5, 2015	EOC Retreat: Career Readiness Tool – STEM Premier Presentation; how can STEM Premier assist students in becoming career ready and providing metrics for an accountability system. Session on combining federal and state systems to create accountability for the 21st century Special Guest Presenters: • Dr. Terry Holliday, Commissioner of Education, Kentucky • Dr. Gerrita Postlewait, Superintendent of Charleston County School District
September 21, 2015	Academic Standards and Assessment (ASA) Subcommittee meets and learns about federal accountability requirements under current law, No Child Left Behind Act, under the ESEA waiver, and under pending federal legislation to reauthorize the No Child Left Behind Act • Dr. Sheila Quinn Deputy Superintendent for Innovation and Effectiveness
September-October 2015	EOC staff surveys school district officials and classroom teachers concerning assessments used to determine what non-summative assessments are being used
November 16, 2015	ASA and Public Awareness Subcommittees meet jointly and invite national experts to discusses the components of school report cards as a public reporting tool • Ms. Brennan McMahon Parton, Associate Director, State Policy and Advocacy, Data Quality Campaign • Ms. Claire Vorhees, Director of Federal Policy, Foundation for Excellence in Education • Dr. Christy Hovanetz, Senior Policy Fellow, Foundation for Excellence in Education
December 10, 2015	**President Obama signs into law Every Student Succeeds Act (ESSA)**
December 14, 2015	EOC releases results of assessment survey
January 25, 201	ASA and Public Awareness Subcommittees meet jointly and discusses: • Assessments to be administered in school year 2015-16 from Elizabeth Jones, Director of Assessment, SCDE • Update on the Every Student Succeeds Act (ESSA) from EOC staff
February 22, 2016	Kelly Peaks Horner, Sr. Client Development Consultant at Gallup presents

	options for a student engagement survey to SCDE and EOC staff.
March 21-23, 2016	Twelve focus groups conducted in Charleston, Florence, and Easley to obtain perceptions, opinions and attitudes about the reporting of the annual progress of schools and school districts and the extent to which stakeholder groups (parents, community member, and educators) value and use the information.
April 11, 2016	EOC accepts recommendations of ASA Subcommittee on delaying report card ratings for another year. Report on the March focus groups received as information.
April 11-May 4, 2016	EOC conducts statewide online survey of general population, educators, business leaders and parents to identify level of engagement among audiences as well as support for measurement and reporting of school and student performance.
June 13, 2016	EOC updated on merging of accountability systems
July 11, 2016	ASA Subcommittee meets and recommends criteria to identify lowest performing schools and districts for 2015-16
July 31-August 1, 2016	EOC retreat: • Discussion on how to create continuum of assessments to measure progress toward Profile of the SC Graduate (pursuant to Act 195 of 2016); • Approval of criteria to identify low-performing schools and districts for 2015-16; and • Results of Statewide Surveys on Accountability and Expectations
September 14, 2016	EOC and State Board of Education meet jointly to discuss the merging of the federal and state accountability systems Chair and Vice Chair of EOC write Commission on Higher Education asking for assistance in defining college ready
September 19, 2016	ASA Subcommittee receives public input from Dr. Gerrita Postlewait, Superintendent of Charleston County Public Schools on a local accountability system for her district; ASA also invites members of the EOC High School Task Force to participate in the discussion including Dr. Sean Alford, Superintendent of Aiken County Public Schools, Dr. Hope Rivers, SC Technical College System, and Dr. John Lane of the SC Commission on Higher Education
October 3, 2016	ASA and Public Awareness Subcommittees meet jointly. Receiving information from Dan Ralyea, Director of Data Management at SCDE on school and district report card website Hold public hearing to receive input from the public on merging the state and federal accountability systems; eight individuals/organizations addressed the subcommittees
October 10, 2016	EOC meets. • Accountability Working Group within Superintendent's Division of SCASA provides progress report on their recommendations for merging state and federal accountability systems. • Representatives from The College Board present on AP results and use of AP exams to measure college readiness for ESSA

October 26, 2016	EOC staff visits Spartanburg Academic Movement and learn how a county with multiple school districts is measuring progress toward college attainment. Evidence includes kindergarten readiness, 3rd grade reading achievement, 8th grade mathematics achievement, high school graduation, college readiness, and college attainment
October 31, 2016	EOC staff collects rubrics being used to measure world class skills and characteristics as described in the Profile of the SC Graduate
November 2, 2016	EOC Staff meet with educators and representatives from STEM Premier to determine what data can be collected and used to identify career readiness, especially world class skills and characteristics
November 7, 2016	ASA Subcommittee meets to receive and discuss: • Final recommendations from Working Group of SCASA; and • Information on how to measure Student Growth from Dr. Terry Holliday, Senior Advisor, Council of Chief State School Officers

EOC Staff Participated on the following dates with Accountability Working Groups 1, 2 or 3 as Established by the SC Department of Education
January 15, 2016
February 12, 2016
February 29, 2016
April 18, 2016

EOC Staff Attended the Following SCASA Accountability Working Group Meetings
May 20, 2016
June 16, 2016
June 30, 2016
August 4, 2016
September 30, 2016

Appendix B
Percentage of South Carolina Residents (ages 25 to 64) with
Associate Degree or higher

Abbeville	24.39	Chesterfield	21.16	Hampton	18.58	Oconee	31.63
Aiken	32.83	Clarendon	22.34	Horry	34.03	Orangeburg	30.08
Allendale	19.17	Colleton	23.56	Jasper	18.36	Pickens	33.59
Anderson	31.19	Darlington	25.33	Kershaw	29.74	Richland	46.43
Bamberg	33.47	Dillon	15.92	Lancaster	29.53	Saluda	23.33
Barnwell	22.86	Dorchester	36.88	Laurens	23.25	Spartanburg	34.23
Beaufort	41.58	Edgefield	26.86	Lee	16.02	Sumter	29.66
Berkeley	32.91	Fairfield	26.09	Lexington	40.27	Union	25.09
Calhoun	27.34	Florence	31.62	McCormick	23.04	Williamsburg	21.27
Charleston	49.95	Georgetown	32.64	Marion	23.71	York	41.00
Cherokee	24.10	Greenville	42.64	Marlboro	14.27		
Chester	22.58	Greenwood	33.09	Newberry	29.47		

Source: *A Stronger Nation*, 2016. Lumina Foundation and U.S. Census Bureau, 2010-14
American Community Survey 5-Year Estimates.

Appendix C
State Accountability System
(Last Implemented School Year 2013-14)

Absolute Rating

Students taking a SCPASS assessment (English language arts, writing, mathematics, science & social studies) received a numeric score that was then attributed to a performance level. The absolute performance level is calculated on the basis of a **weighted model – the higher the students' achievement level, the more points earned.** Students who should have participated in the state testing program but did not, received a 0.

Performance Level	Definition	Points Earned
Exemplary 5	The student demonstrates performance that consistently exceeds expectations for a typical student at this grade level.	**5**
Exemplary 4	The student demonstrates performance that exceeds expectations for a typical student at this grade level.	**4**
Met	The student demonstrates performance that meets expectations at this grade level.	**3**
Not Met 2	The student demonstrates performance that sometimes meets expectations at this grade level.	**2**
Not Met 1	There is significant need for additional instructional opportunities to achieve the met level.	**1**
Did Not Take Test	Students who are enrolled on the 45-day of school and on the first day of testing with no break in enrollment should participate in state testing.	**0**

An index was calculated for each subject area by dividing the sum of the point scores by the number of test scores for each subject area. Then, the indices were multiplied by the appropriate weight for the grade levels and tests as noted below. In grades 3-5 ELA and math counted 60% and science and social studies the remaining 40%. In middle grades, all were equally valued.

Grades 3-5				Grades 6-8			
ELA	Math	Science	Social Studies	ELA	Math	Science	Social Studies
0.30	0.30	0.20	0.20	0.25	0.25	0.25	0.25

Elementary School Index= ((.30*ELA) + (.30*Math) + (.20*Science) + (.20*Social Studies))/# Scores

Middle School Index = ((.25*ELA) + (.25* Math) + (.25*Science) + (.25*Social Studies))/# Scores

The result is an index that corresponds to a rating:

Absolute Rating for Elementary & Middle Schools	Absolute Indices
Excellent	3.40 or above
Good	3.18 to 3.39
Average	2.65 to 3.17
Below Average	2.32 to 2.64
At Risk	2.31 or below

For end-of-course assessments, a similar weighting system was given based on the end-of-course score:

Score	Points Earned
A	5
B	4
C	3
D	2
F	1

Growth Ratings

Growth ratings for elementary and middle schools were based on longitudinally matched student assessment data. In elementary and middle schools, each student test results from the current year were e matched to results from the prior year. Because SCPASS was not vertically aligned, value tables were used to assign points. More points were given for students moving from Not Met 1 to Not Met 2 to recognize the difficulty in moving the most underperforming students to higher academic achievement levels.

Growth Value Table

Year-One (Pre-Test)	Year Two (Post-test)				
	Not Met 1	Not Met 2	Met	Exemplary 4	Exemplary 5
Exemplary 5	60	70	80	90	100
Exemplary 4	70	80	90	100	110
Met	80	90	100	110	120
Not Met 2	90	100	120	130	140
Not Met 1	100	120	130	140	150

The Growth index was calculated in a manner similar to the absolute index calculations, calculating the mean values from the tables for each subject area (and applying the appropriate subject area weightings to calculate a school growth index.

Growth Rating for Elementary & Middle Schools	Growth Indices
Excellent	103.05 and higher
Good	102.10 to 103.04
Average	99.89 to 102.09
Below Average	98.84 to 99.88
At Risk	99.83 and lower

Criteria for High School Absolute Ratings were based on the following point systems:

Criterion	Points Assigned				
	5	**4**	**3**	**2**	**1**
Longitudinal Passage Rate (20%)	97.0% or more	94.3% - 96.9%	84.1% - 94.2%	75.9% - 84.0%	75.8% or less
First Attempt Exit Exam Passing Rate (20%)	93.0% or more	83.0% - 92.9%	63.1% - 82.9%	53.2% - 63.0%	53.1% or less
% Scoring 70 or above on End-of-Course Tests (20%)	75.5% or more	64.3% - 75.4%	42.0% - 64.2%	30.8% - 41.9%	30.7% or less
On-Time Graduation Rate (30%)	96.1% or more	84.0% - 96.0%	59.6% - 83.9%	47.4% - 59.5%	47.3% or less
5-Year Graduation Rate	97.0% or more	87.7% - 96.9%	62.7% - 87.6%	50.3% - 62.6%	50.2% or less

APPENDIX D